

CHECKLIST FOR SPECIAL EDUCATION FILE REVIEW

District/Agency _____ Reviewed by _____
Name of Student _____ Date of Birth _____ Grade _____
Category of Eligibility _____ Student's Primary language _____

Key: ✓ = Yes ✖ = No DK = don't know NA = not applicable

It is not necessary to go back more than 3 years for any items or dates.

PROCEDURAL SAFEGUARDS

Access log is in use []

Timelines - Complete **dates** for the following if applicable. (Do not go back over 3 years.)

Referral _____
Consent for evaluation _____
Eligibility determination _____
Consent for placement _____
Current IEP _____
Previous IEP _____
Most recent 3-year evaluation/review _____

Based on the dates above, check each correct statement.

- [] Current evaluation is less than 3 years old
- [] IEP start date is within 60 days of consent for initial evaluation
- [] IEP development date is within 30 days of eligibility determination
- [] Current IEP is less than one year (365 days) old

Consent

- [] Initial assessment
- [] Initial placement
- [] Release of information
- [] Reassessment
- [] Use Part C assessments for determining Part B initial assessment
- [] Use of IFSP instead of IEP

Written Notice

- [] Prior to assessment (may be embedded in consent form)
- [] Prior to identification
- [] Prior to change in placement (including graduation)
- [] Prior to implementation of IEP or change in IEP (may be embedded in consent form)
- [] To notify parents that no new assessments are planned for reevaluation
- [] When refusing a parent request

Evaluations/Assessments

- [] Prereferral interventions done prior to referral to special education
- [] Assessments determined by referral and prior interventions
- [] Student assessed in all areas of suspected disability
- [] Information is gathered regarding student participation & progress in the general education curriculum
- [] Variety of assessment tools & strategies used to gather relevant functional & developmental information
- [] Tests are not biased in terms of race, gender, culture, or socioeconomic status
- [] Assessment done in native language or other mode of communication where appropriate
- [] Conducted by a team of professionals
- [] Parent input sought

Invitation to a meeting

- [] Parent informed of purpose, time, location, and attendees of IEP or evaluation team meeting
- [] Student invited to IEP meeting where secondary transition is to be discussed

ELIGIBILITY

- ☐ ☐ Determined by evaluation team including parent
- ☐ ☐ All eligibility criteria documented including adverse effect & need for specially designed instruction
- ☐ ☐ Eligibility report completed
- ☐ ☐ Student exited when evaluation team determines that student is no longer eligible for services
- ☐ ☐ If professional judgment was used, is there credible data to support the determination
- ☐ ☐ Copy of report given to parent

INDIVIDUALIZED EDUCATION PROGRAM (IEP)**Attendance**

- ☐ ☐ parent or adult student to whom rights have transferred
- ☐ ☐ district representative who can commit district funds
- ☐ ☐ special education teacher
- ☐ ☐ general education teacher
- ☐ ☐ individual who can interpret test results and instructional implications
- ☐ ☐ student (must be invited if 14 or older)
- ☐ ☐ representative of private school
- ☐ ☐ representative of transition agency (preschool & secondary)

IEP components

- ☐ ☐ Statements of present levels of performance including how disability affects involvement and progress in general education curriculum (standards)
- ☐ ☐ Measurable annual goals (expected level in one year)
- ☐ ☐ Two or more benchmarks or short term objectives
- ☐ ☐ Consideration of assistive technology needs
- ☐ ☐ Consideration of ESY needs
- ☐ ☐ Consideration if appropriate of LEP needs, monitoring hearing aids, use of Braille
- ☐ ☐ A listing of each special education & related service indicating amount of time, start date, and duration
- ☐ ☐ A listing of accommodations, modifications, and supports in general and special education
- ☐ ☐ Consideration of behavior intervention needs
- ☐ ☐ A statement of how the student will participate in state or district-wide assessments including any needed accommodations, adaptations, or alternate assessment
- ☐ ☐ An explanation of the extent, if any, to which the child will not participate with nondisabled peers in the gen. ed. classroom, gen. ed. curriculum, extracurricular activities, and/or other nonacademic activities

Progress Reports

- ☐ ☐ A statement of how the child's parents will be regularly informed on the child's progress toward the goal
- ☐ ☐ Address progress toward goals
- ☐ ☐ Sufficiency of progress to meet the goal by the end of the IEP time period
- ☐ ☐ Are issued at least as often as reports for children without disabilities

Location of progress reports: _____

Secondary Transition Services (complete if applicable)

- ☐ ☐ A coordinated set of activities that promotes movement from school to post-school activities includes post school goal(s), annual goals and transition activities support reaching post school goal,
- ☐ ☐ At age 14, course of study
- ☐ ☐ At age 16, a statement of interagency responsibilities or any needed linkages
- ☐ ☐ Graduation requirements addressed
- ☐ ☐ Not later than the student's 17th birthday, student informed that rights will transfer at age 18

Preschool Services (complete if applicable)

- ☐ ☐ IEP or IFSP is implemented by child's 3rd birthday
 - ☐ ☐ District representative participated in transition planning conference with Part C prior to child's 3rd birthday
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